DOCUMENT RESUME

ED 056 713 LI 003 222

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TITLE Narrative Evaluation Report on the Institute for Retraining of Classroom Teachers as School Media Specialists at Rust College, Holly Springs, Mississippi, June 21, 1971 to July 30, 1971.
INSTITUTION Rust Coll., Holly Springs, Miss.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 71
NOTE 95p.; (315 References)

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Audiovisual Aids; Institutes (Training Programs); *Instructional Materials; *Library Science; *Media Specialists; *Teachers; *Use Studies

ABSTRACT

The objectives of this institute were: (1) To provide the classroom teacher with the basic knowledge of library science through introduction to reference materials which will serve as the backbone for a more effective use of the library as a learning center; (2) To provide classroom teachers with knowledge about and experiences with instructional materials and methods of the use of the instructional materials including books, records, tapes, slides, filmstrips, micro-film readers, and video devices; (3) To help acquaint classroom teachers with various devices, methods, and techniques for the improvement of the student's learning through the use of instructional materials in the library; (4) To help classroom teachers be able to effect needed changes in their curricula and methods of teaching in their institutions so that the total faculty, student body, and the community can benefit from their experiences. The purpose of this report is to determine how effectively the objectives of the institute were met. (Author/NH)

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FINAL NARRATIVE EVALUATION REPORT

Retraining of Classroom Teachers As School Library Media Specialists

Rust College, 1971

LI 003 222

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NARRATIVE EVALUATION REPORT

Narrative Evaluation Report
On The Institute For: Retraining of Classroom Teachers

As School Library Media Specialists

AT: Rust College
(name of institution)

Holly Springs (city) Mississippi (state) 38635 (zip code)

DATES: June 21, 1971 (from) to July 30, 1971 (to)

SUBMITTED BY: Johnny W. Jackson
(director)

Phone: 601 252-4661 250
(area code, number, extension)

LI 003 222

INTRODUCTION

Rust College, in cooperation with the United States Office of Education, sponsored a Library Institute entitled "Retraining of Classroom Teachers As School Library Media Specialists" for six weeks with thirty participants selected from the Appalachian Region and rural-isolated areas in Mississippi. To our knowledge Rust College is the only institution that has initiated such a program to help classroom teachers understand the importance of media in the classroom, and to teach them the use and operation of media equipment purchased under grants from the Office of Education.

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The purpose of this report is to determine how effectively the objectives of the institute were met.

EVALUATION

1. The relations with the U. S. Office of Education in all program and fiscal matters were prompt, business-like, efficient, and courteous.

2. The administration of Rust College worked very cooperatively with the institute from the beginning to the end. All of its resources were readily available to the staff of the institute.

3. We were notified on May 20, 1971 as to the approval of our proposal for the institute. Due to the lateness of the notification, we began calling principals and supervisors of schools in the Appalachian Region, informing them of the institute and its value to their teaching staff. Unfortunately, most of the schools had closed for the year. In this situation, we sent radio and newspaper announcements to the areas. We sent brochures, letters to applicants and other pertinent information to homes of principals and superintendents of education in the various areas. (See Attachment A)

We used the method of selection as outlined on the brochure - Attachment A-3. A committee was formed of members of the teaching and non-teaching faculty at Rust College who studied the applicants' qualification in relation to the criteria listed in the brochure. Confidential forms were sent to the principals for

a statement of the applicants' confidence as teachers and their state of employment for the next year. (See Attachment B)

After the committee had selected the applicants, a letter of acceptance (Attachment C) and a dependency form (Attachment D) were sent to the applicants.

4. One-half day was spent in orientating the participants to the rules and regulations of the campus, what to expect in the institute, and they were introduced to the institute faculty.

Participants were encouraged to raise questions as to regulations and other aspects of the institute that were not completely clear to them.

At the end of the first day, a reception was held for the participants with the President bringing greetings and welcoming them to Rust College.

5. The physical facilities were excellent in many respects, except for the laboratory that was used for the course Library Curriculum Materials. The lab did not include a sink and would accommodate one-half of the participants (15) at a given period. However, with the innovations and scheduling participants in smaller work groups, we were able to motivate, produce and reach the planned objectives of the course.

6. During practicum, participants demonstrated the ability to

select and use the basic tools of the library, locate periodicals found in various subject areas, and locate reference books. They differentiated between the two classification systems, Library of Congress and Dewey Decimal, used in our library, by locating books from the information found on cards in the card catalog. 97% of the participants met the planned objectives. (See Attachment E)

Laboratory sessions were held for the courses Library Curriculum Materials and Study In Reading. These sessions were attended daily by 99% of the participants. In the lab session, the participants prepared accumulated packs which included transparencies, dry-mounts, lamination (produced by hot and cold processes) and tape hinging. Also, several participants developed Teaching Kits employing various kinds of new media to carry out a single concept. (The participants preferred to carry their Teaching Kits to their schools for future reference) (See Attachment F)

The lab sessions were effective because participants demonstrated the ability to be discriminatory in the selection of appropriate media and materials to carry out a given concept.

Each participant diagnosed a child for possible detection of physical weaknesses (namely, eyes and ears) that would hinder

his reading. They also administered intelligence and achievement tests to a child. They discussed and analyzed current problems as they relate to techniques, methods and procedures in the teaching of reading. (See Attachment G)

7. The rapport among the director, staff and participants was superb. Scheduled office hours, informal large and small group sessions, the availability of the director, approachability of the staff, free dialog during coffee breaks, lunch hours and practicum helped to develop this rapport.

8-9. There were no problems between the part-time staff and the full-time staff. The part-time and full-time members of the staff worked cooperatively with the lecturers and the evaluators.

10. According to the responses and enthusiasm coming from the participants, the lecturers presented pertinent information relative to their needs.

The number of lecturer and resource persons from reputable newspapers and publishers were adequate. (See Attachment H)

11. The unique features of the institute were the presentation of the multimedia approach to instructional preparation and "The Institute Review". Among the classroom demonstrations presented were: "The Case of Little Red Riding Hood VS. The Wolf"

"Young, Gifted and Black"

"Apollo 14"

"Rust College 1886-1971"

"Curious George Visits The Library"

"Contemporary Black Americans"

12. The video tape presentations were used to monitor classroom demonstrations. Materials used in these demonstrations were Cameras in Education, Basic Education in Graphic Arts, Instructional Graphics for Television and Systems Innovations. Other materials used were TEMAC Programmed Cartridged Films, Living Textbook - Newspaper in the classroom, and all information retrieval systems.

13. Below are quotes from participants as to the most significant thing that happened to them during the institute. We think the overall objectives were accomplished.

> "What I learned in library science has given insight of what I can do to requisition library books in my area of teaching. I understand much better how to relate media with teaching to make learning more effective."

> "Yes, I have learned what some devices are used for and know what device I want and the reasons why I want a particular one. I will know how to make the best selection."

> "The experience in the institute has helped me to use the library and its resources to make my

teaching more meaningful by providing me with the materials and knowledge on how to use the library, how to order books, and the use of other machines."

"I will be able to work with the librarian and choose the types of material best suited for the class. I also will be able to aid other teachers in selecting audio-visual materials."

"The training in the institute will make a difference in the students I teach because I learned new ideas and ways of teaching."

"After participating in the institute this summer I will be able to select different materials from the library because I have been exposed to different ways in using materials that I did not know about previously."

(See Attachment I)

14. Below are quotes from participants as to what they will do differently as a result of the institute when they return to their schools.

"As a result of the institute training I will be able to work more cooperatively with the librarian because I know more about the library and can prepare my class better for going to the library".

"As a result of this institute training I will be able to work with the librarian media specialist, and classroom teachers because I am better prepared to help select better books for the library and give helpful information to the classroom teacher".

"I have received training in the use of media, equipment and materials that will prove useful to me upon the return to my school".

"Experience in reference studies and their use will be very helpful. The lectures in cataloging and knowledge of curriculum materials will be of great value as I make selections to be purchased, catalogued, and made available for student use."

"As a result of the institute training, I feel that I can do a better job of selecting instructional materials for the students as well as utilize the various media to give maximum benefit to my classes."

(See Attachment I)

15. Plans were not made in the original proposal for a follow-up, however, the library and institute staff will be available for consultation to participants in the immediate area.

16. Major strengths of the institute were availability and competency of the staff, materials and equipment to accommodate the participants, adequate space for examination of materials, and relaxation.

17. Some of the weaknesses of the institute:

A. Limited laboratory space.

B. The abundance of assignments given at the onset of the program did not allow participants sufficient time for adequate preparation.

C. Physical plant did not lend itself to a modern setting, but through motivation and innovation the program was not robbed of its effectiveness. (For further information see Evaluators' Report for 16 and 17)

18. The major problem was the abundance of assignments given at the onset of the institute. Conferences with the instructors concerning the amount of material. and the time allotted for the preparation was the method used to solve the situation.

19. A. The objectives were sound, practical and revelant, according to the feed-back from the participants. Should we direct another institute the objectives would be in accordance with the needs of the clientele.

B. Due to the geographical and the socio-economical status of the students taught by the participants, we would still include grade levels kindergarten through twelfth.

C. The dates as set for the institute were perfect, but they were affected by the late notification from the Office of Education as to the funding of the institute. If we were fortunate enough to host another institute, we would like to be notified early enough to have ample time for adequate pre-institute preparation.

D. Same number of weeks.

E. Same number of participants.
With at least two participants from each school, we feel that they could affect the needed changes and have more influence on the administration.

F. See attached schedule - Attachment J.

G. All phases of the course outlines were substantially implemented by the unique teaching skills of the institute's faculty. Each facet complemented the other.

H. The ratio of staff to participant was approximately 1 to 6, which was excellent. We would consider the same ratio for another institute of this size.

I. The budget was adequate to cover all of the expenditures of the institute (See Attachment K.)

20. The lab session of Library Curriculum Materials will be extended to the Supplementary Training Program for Adults, Teacher Education Program and In-Service Program for the College Faculty. The course, Introduction to Library Procedures and Reference, will be broaden to include the Freshmen.

21. The need for such a basic course in Library Science for classroom teachers has been thoroughly discussed, but, as to our knowledge, this was the first attempt toward the realization of this need.

Many participants who attended the institute were, for the first time, able to receive training in Library Science, which was designed to equip them with a fundamental working knowledge of the library and its resources.

It was the concensus of the staff that the most significant potential impact of the institute was the type of intellectual enthusiasm created among the participants who had had no formal Library Science training.

CONCLUSION

It is always difficult to be objective when making a self-evalaution, however, in all sincerety, we feel that we have successfully accomplished the proposed objectives as stated at the onset of the institute. In spite of a few negative statements, the majority were positive.

Because of the willingness and the desire of the participants to improve the teacher-learning situation in their perspective schools, and the congenial relationship which existed among the administration, staff and participants, we maintain and contend that the institute was a success.

Several participants expressed the idea that they would go home and conduct inservice workshops in their schools.

AN EVALUATION OF THE
POST COLLEGE TITLE II-B LIBRARY INSTITUTE

Submitted by:

Eleanor H. Haydt
Sharon L. Jordan

This evaluation of the Rust College Library Institute was made in order to access the effectiveness of the program during the Institute as well as to determine the success and fulfillment of the stated objectives. As evaluators, who were not involved in the planning, administration or instructional aspects of the Institute, we have attempted tp present an objective report on the basis of our findings. The following methods were employed in obtaining data: 1) Two visits were made during the first and fifth weeks of the Institute; and 2) A questionnaire was compiled and administered to the participants.

During the visits, the evaluators attended classes, interviewed participants and staff, reviewed course outlines and bibliographies, examined book and non-book materials, observed demonstrations, the processing of media material, and toured the physical facilities. A preliminary evaluation was made at the end of the first visit in order to provide the staff with recommendations and suggestions for restructuring activities. The questionnaire was administered to obtain candid opinions from the participants as to the effectiveness of the program. Interviews took place so that participants and staff could vocalize personal observations. These results have been analyzed and listed in the following information.

A. Program

Three courses were taught during the six weeks period: 1) Introduction to Library Procedures and Reference was taught the first two weeks; 2) Library Curriculum Materials and 3) Study In Reading were taught the remainder of the Institute. Included in these courses were special emphasis and lectures in 1) Techniques in Cataloging, 2) Scientific Curriculum Materials, and 3) Black Curriculum Materials. Three class sessions were held each day, including a laboratory practice for the specified courses. Two coffee breaks per day were scheduled and used to allow brief periods for informal discussions and examination of material and equipment. The opening session gave participants an opportunity to meet each other and the staff of the Institute and College. A final session was not scheduled but was suggested by the evaluators as a device for an informal review and reaction to the Institute.

The responses of the participants were:

1) The program was well structured.

2) Not enough time was allowed for assignments and supplementary reading.

3) All courses given were stimulating and informative.

4) The course, Study In Reading, was considered to be informative, but not useful in their local situations.

5) The laboratory practice was considered to be the most effective.

6) Elements of the program that could have been eliminated were diagnostic testing in the Reading course and written assignments.

B. Faculty

The staff members of the Institute were selected from Rust College. Lecturers and resource persons were selected on the basis of their specialties in related disciplines. There were fourteen staff members: 4 full time, 1 part-time, 5 lecturers, and 4 resource persons representing commercial book companies.

The director was available each day for personal or group conferences, and occasionally attended classes and student presentations. He was encouraging and cooperative with the staff.

The full and part-time instructors were well informed and spent extensive time in preparing lectures and class activities. The instructors were always available to discuss class as well as personal problems. Bibliographies were prepared, and practices were well supervised by the instructors.

The lecturers and resource persons presented pertinent information and demonstrations relative to the needs of the participants. They were available after each lecture for

informal discussion and for answering questions.

The responses of the participants were:

1) The staff members were well qualified and stimulating.

2) Individuals from other educational institutions should have been employed as instructors.

3) Mr. Jackson, Mrs. Dowsing, Miss Bailey and Mrs. Reaves were listed as staff members who were most helpful and effective.

4) Mr. Redden, Mr. Moorer and Mr. Bilbo were listed as the consultants who were most effective and informative.

C. Resources

The Institute was held in the Leontyne Price Library. In addition to the library collection, a model school library was set up for the participants' use. All the standard library tools were available for use and all textbooks and required readings were placed on reserve. Bound periodicals and magazines were also available. An excellent selection of audio-visual material and equipment which were used in classroom demonstrations included: opaque and overhead projectors, dry mount press for lamination and dry mounting, slides and filmstrips. The students were taught to use the various equipment and displayed their results.

The participants were asked to express their opinions on whether or not the book and non-book materials were most or

least difficult to understand, to explain to others, or to carry out. The majority indicated that reference materials were most difficult to understand, and the audio-visual material would be the most difficult to explain to others and to carry out in their local situations. Overhead and opaque projectors, transparencies, laminated and dry mounted materials were specifically cited as those which they would be able to use in their schools. The participants concurred that techniques and availability of audio-visual material were most rewarding personally.

D. Facilities

The facilities available for participants included classrooms, lounges, the library, the college cafeteria and residential halls. Classrooms were located in a new, modern air-conditioned library. One classroom was set up for the laboratory practices. This provision was adequate, but an ideal situation would have been an actual laboratory with appropriate equipment. A lounge was located near the classrooms in the library for coffee breaks. The library consisted of excellent facilities for study: individual study rooms and private carrels. The model library set up in the Curriculum Library also provided sufficient seating and a conducive atmosphere for study. This model library gave

students an opportunity to examine and view standard material located in school libraries. Participants were housed in newly built dormitories which also provided them with study desks. Display cases and bulletin boards were available for displays.

The participants agreed that the physical facilities were excellent.

E. Participants

Thiry teachers were chosen to participate in this Institute. At the close of the Institute, twenty-nine remained, with two having withdrawn from the program, but were replaced during the first and second weeks of the Institute. Only two were employed as teacher-librarians; the remainder were teachers in the public school systems in the Appalachian Area. However, most of the participants were from the surrounding area of Holly Springs as a result of the time factor in the receiving of the grant and applications. The majority had been employed over 5 years as teachers, yet had not been exposed to many of the standard tools and audio-visual aids used in libraries and classrooms today. There were three participants who had pursued graduate work. The participants were not familiar with library terms, skills, tools and practices. Initially, these handicaps presented such problems as : lack of response,

hesitation in asking questions and improper use of available resources. At the close of the Institute, the participants demonstrated a great improvement and familiarity with skills and material taught.

Additional responses by the participants were:

1) More emphasis should have been placed on classroom needs of the teachers.

2) The following were considered to be strengths of the Institute:
   a) The set-up of the laboratory
   b) Qualified lecturers
   c) Exhibits
   d) Availability and use of audio-visual material
   e) The wide range of instructional materials

3) The following were considered to be weaknesses of the Institute:
   a) Irrelevant lectures
   b) Funds were too limited
   c) Limited number of reserve books
   d) Assignments too difficult
   e) Time allowed for assignments
   f) The general structure of the reading course

4) Plans for implementation included:
   a) Increase use of audio-visual materials in classrooms
   b) Instruct use of library and card catalog
   c) Set up a model library in classroom
   d) Aid in selection and acquiring material for school library

CONCLUSION

In considering the above information presented in this evaluation, the Library Institute for Retraining Classroom Teachers as School Library Media Specialists fulfilled its objectives. The participants were exposed extensively to the various instructional materials and techniques employed in learning institutions today. An intensive, well-structured program provided experiences in selected and critical areas to meet the needs and problems of students with limited exposure to newer media today. These experiences included effective devices such as research, investigation, inquiry and evaluation, and were strengthened and supplemented by supervised laboratory practices. To complement these experiences, sensitive and qualified staff motivated and stimulated the interest of the participants. During the Institute, it was obvious that the participants had developed self confidence and a familiarity with many techniques and skills. Although there were few plans for implementation, there was a unanimous opinion that this was an enriching and rewarding experience. Many of the participants indicated that they had never used or been exposed to the various methods, equipment or material and would benefit more personally from their experience. Few negative

feelings were expressed, and the cited weaknesses were expressed due to prior inadequate training in the utilization of resources and limited knowledge of the use of the library. These handicaps were acknowledged and dealt with by the staff. The developed motivation, enthusiasm and visual displays observed by the evaluators were obvious indicators that the Institute was a success.

RUST COLLEGE LIBRARY INSTITUTE

EVALUATION QUESTIONNAIRE

1. How would you rate the overall effectiveness of the institute?

	Useful	Practical	Informative	Relevant	None
Reference and Library Service					
Library Curriculum Materials & Lab.					
Study in Reading					

2. How would you rate the effectiveness of the methods of instruction and instructional materials?

Stimulating	Too Many	Too Few	Ineffective

3. As a result of the Institute training, will you be able to work more cooperatively with the librarian, media specialist, and other classroom teachers?

Yes ☐ No ☐

Explain _____

_____

_____

_____

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_____

4 Were there ample instructional materials at your disposal?

Explain _____

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5. Do you think the training you received in the institute will make a difference in the students you will teach?

Explain _____

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6. Explain how your experience in the institute will help you to use the library and its resources to make your teaching more meaningful?

7. After this experience with new media, will you be in a better position to make a wiser selection of the appropriate devices to carry out your specific classroom objectives?

Explain_____

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8. What changes would you recommend for a future institute of this nature?

_____

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APPENDIX

Attachment A	Announcement Letter
Attachment A-1	Radio Announcement
Attachment A-2	Newspaper Clipping
Attachment A-3	Brochure
Attachment A-4	Letter to Applicants
Attachment A-5	Application
Attachment A-6	Records
Attachment B	School Administrator's Confidential Report
Attachment C	Letter of Acceptance
Attachment C-1	Letter to Alternate
Attachment C-2	Letter to Applicants Not Accepted
Attachment D	Dependency Form
Attachment E	Course Outline for Introduction to Library Procedures and Reference
Attachment E-1	Test
Attachment F	Course Outline for Library Curriculum Materials
Attachment F-1	Graphic Arts (under separate cover)
Attachment G	Course Outline for Study In Reading
Attachment G-1	Diagnosis for Physical Weaknesses
Attachment G-2	Intelligence Test
Attachment G-3	Achievement Test
Attachment G-3a	" "
Attachment G-4	Gray Oral Reading Test
Attachment G-5	Diagnostic Report Form
Attachment G-6	Letter to Parent

Attachment H	Visiting Resource Persons
Attachment I	Evaluation Questionnaire (Administered by staff)
Attachment J	Schedule
Attachment K	Expense Authorization Report Form
Attachment K-1	College Contract

Other Materials:	Certificate
	Roster of Participants
	"The Institute Review" (under separate cover)

A

RUST COLLEGE

HOLLY SPRINGS, MISSISSIPPI 38635

TELEPHONE 601/252-4325
252-4661
EXT. 40 & 50

May 27, 1971

STARTING ITS SECOND CENTURY OF SERVICE

LEONTYNE PRICE LIBRARY
OFFICE OF THE LIBRARIAN

TO : Principals of Elementary and Secondary Schools

Subject: Announcement of the Library Institute for the Summer of 1971

Please announce to your faculty that Rust College has been granted $40,000.00 to conduct a Title II-B Library Institute for the summer. The Institute is for training classroom teachers, who teach low income students, in Librarianship. The dates for the Institute are June 21 - July 30, 1971.

Participants will receive a stipend of $75.00 per week, plus $15.00 per week for a limited number of dependents. Each participant is expected to live in the college dormitory and take their meals in the college dining hall at a cost of $180.00 for the six-week Institute (Linen service included).

Applicants must send immediately, to the Institute Director, a copy of their college or university transcript. Each applicant must meet the following criteria:

1. A Bachelor's Degree from an approved college or university with the applicant's record showing promise of ability to do satisfactory work in the Institute.

2. Good physical and mental health as indicated and satisfactory recommendations as to moral character and personality as indicated on personal rating blanks.

3. Employed as a full-time classroom teacher in a school meeting one of the following criteria:
   (a) Serving predominantly low income students, or
   (b) Located in rural-isolated areas, or
   (c) Located within the boundaries of the Appalachian Region, or
   (d) With an inadequate library staff to serve the needs of its students, and
   (e) Willingness to participate fully in the Institute

For applications and information, please write to:

Johnny W. Jackson, Director
Title II-B Library Institute
Rust College
Holly Springs, Mississippi 38635

Telephone (601) 252-4661 Ext. 250, 251

TITLE II-B LIBRARY INSTITUTE
for
TRAINING CLASSROOM TEACHERS IN SCHOOLS
with
LOW INCOME STUDENTS

RUST COLLEGE
HOLLY SPRINGS, MISSISSIPPI 38635

JOHNNY W. JACKSON, DIRECTOR

WILLIAM A. McMILLAN
PRESIDENT

MOYESE H. DOWSING
ASSISTANT DIRECTOR

June 3, 1971

TO : Media Services

Subject: Summer Library Institute

Rust College, in cooperation with Title II-B, U. S. Office of Education, will sponsor a LIBRARY INSTITUTE FOR TRAINING CLASSROOM TEACHERS IN SCHOOLS WITH LOW INCOME STUDENTS beginning June 21, 1971 and ending July 30, 1971.

Address all inquiries to:

Johnny W. Jackson, Director
Title II-B Library Institute
Rust College
Holly Springs, Mississippi 38635

Telephone (601) 252-4661 Ext. 250, 251

RUST COLLEGE

HOLLY SPRINGS, MISSISSIPPI

ANNOUNCES...

TITLE II-B LIBRARY INSTITUTE
FOR TRAINING CLASSROOM TEACHERS
IN SCHOOLS WITH LOW INCOME STUDENTS

JUNE 21 - JULY 30, 1971
(Six Weeks)

IN COOPERATION WITH THE
U. S. OFFICE OF EDUCATION
AS AUTHORIZED UNDER TITLE II-B
OF THE HIGHER EDUCATION ACT OF 1965,
AS AMENDED

TITLE II-B LIBRARY INSTITUTE
for
TRAINING CLASSROOM TEACHERS IN SCHOOLS
with
LOW INCOME STUDENTS

RUST COLLEGE
HOLLY SPRINGS, MISSISSIPPI 38635

JOHNNY W. JACKSON, DIRECTOR

WILLIAM A. McMILLAN
PRESIDENT

MOYESE H. DOWSING
ASSISTANT DIRECTOR

Dear Applicant:

Please have your college or university send your transcript (s) immediately to Johnny W. Jackson, Director.

Prompt attention to this procedure will speed-up the processing of your application.

All transcripts must be postmarked no later than June 9, 1971.

Sincerely yours,

Johnny W. Jackson
Director

JWJ/bfr

P. S. Applicants who have attended three (3) Government sponsored Institutes are ineligible to apply for this Institute.

TITLE II-B LIBRARY INSTITUTE
FOR TRAINING CLASSROOM TEACHERS IN SCHOOLS
WITH LOW INCOME STUDENTS
RUST COLLEGE
HOLLY SPRINGS, MISSISSIPPI 38635

1. NAME OF APPLICANT (*Last—First—Middle Name*) Mr. Mrs. Miss	2. SOCIAL SECURITY NO.
3. NAME AND ADDRESS OF SCHOOL OR INSTITUTION IN WHICH YOU ARE NOW EMPLOYED OR ATTENDING (*City, State, ZIP Code*)	4. TELEPHONE NO. Area Code No. _____ Home: Office:
5. NAME AND ADDRESS OF SCHOOL OR INSTITUTION IN WHICH YOU EXPECT TO BE EMPLOYED IMMEDIATELY AFTER YOUR TRAINING, IF DIFFERENT FROM SCHOOL IN ITEM ABOVE. *If same, check here* ☐	6. TYPE OF SCHOOL IN WHICH YOU WILL BE EMPLOYED ☐ Public ☐ Non-Public

7. COLLEGES AND UNIVERSITIES WHICH YOU HAVE ATTENDED

NAME OF INSTITUTION	DEGREE	MAJOR	MINOR	DATES ATTENDED	
				From:	To:

8. LIST NAMES OF ALL SPECIAL SUMMER STUDY, WORKSHOPS, SEMINARS, OR OTHER ACADEMIC EXPERIENCES IN THE FIELD OF THE INSTITUTE OR TRAINING OR FELLOWSHIP FOR WHICH YOU ARE APPLYING.

NAME OF INSTITUTION	DATES ATTENDED		PURPOSE
	From	To	

9. COLLEGE AND UNIVERSITY CREDIT.

List the information requested below about each course in the area of the institute or training or fellowship for which you are applying. Applicants in the area of the handicapped should list courses in special education. Include in a separate group courses in strongly related fields; e.g., a history teacher should list courses taken in geography, sociology, etc.; an English teacher should list courses taken in languages, humanities, etc.; a counselor should courses in psychology, sociology, etc.; a teacher of the emotionally disturbed should list courses in psychology, etc. If the credit was in quarter hou multiply by two-thirds to convert to semester hours. U is undergraduate credit, G is graduate credit. *This summary must be accurate.*

NAME OF INSTITUTION	COURSE TITLE (*Group by fields*)	YEAR TAKEN (*e.g., 1950*)	NO. SEM. HOURS		GRADE
			U	G	

10. EXPERIENCE IN TEACHING OR OTHER PROFESSIONAL EDUCATIONAL SERVICES BY END OF CURRENT SCHOOL YEAR	NUMBER OF YEARS	DATE	
		From	To
A. High School (*Including Junior High*)—Grade 7–12			
B. Elementary School—Grade K–6			
C. Other (*Specify*)			

11. EMPLOYMENT RECORD—LIST ALL PREVIOUS PROFESSIONAL EXPERIENCE FOR THE LAST FIVE (5) YEARS IN TEACHING AND WORK RELATED TO TEACHING. Start with your *present or last* position and work back.

NAME AND ADDRESS OF EMPLOYER	NATURE OF ACTIVITY	DATE	
		From	To

12. **USE OF EDUCATIONAL MEDIA** – Describe your training and practice in the use of educational media. Include an evaluation - are your training and practice adequate?

13. **PROFESSIONAL PLANS** – What are your plans for your professional career?

14. **QUALIFICATIONS AND APPLICATION** – Describe briefly your qualifications for this institute, training, or fellowship; and explain how you will apply the benefits derived from this experience to your future professional career. (Continue on another page if you have more to say than will fit below.)

15. PLANS FOR HOUSING – Will you be accompanied by your wife and/or children?

☐ Yes ☐ No

16. LIST THE PROFESSIONAL AND EDUCATIONAL ASSOCIATIONS (Local, State, and National) OF WHICH YOU ARE A MEMBER.

17. NAME AND TITLE OF YOUR IMMEDIATE SUPERVISOR, DEPARTMENT CHAIRMAN, PRINCIPAL, OR SUPERINTENDENT	18. ADDRESS (Number and Street, City, State, and Zip Code No.)

I CERTIFY that the statements made by me in this application are true, complete, and correct to the best of my knowledge and belief, and are made in good faith.

19. SIGNATURE OF APPLICANT (Do not print)	20. DATE

Please recheck this application form to be sure that you have answered all questions in accordance with directions contained herein. Failu follow directions may disqualify your application. Make sure to fill out Part II (OE 4109).

RECORDS

1.	Approximate number of inquiries from potential applicants	87
2.	Number of applications sent to prospective applicants	190
3.	Number of completed applications returned	64
4.	Number of first-rank applicants (i. e., applicants who were well qualified for the institute, whether or not they were offered admission)	63
5.	Number of applicants who were offered admission but declined	3
6.	Number of selected applicants (participants)	30
7.	Number of dependents claimed by participants	59 *
8.	Amount of stipends paid to each participant	$ 18,300.00

* 7 dependents claimed for period less than six weeks

TITLE II-B LIBRARY INSTITUTE
FOR TRAINING CLASSROOM TEACHERS IN SCHOOLS
WITH LOW INCOME STUDENTS
RUST COLLEGE
HOLLY SPRINGS, MISSISSIPPI 38635

SCHOOL ADMINISTRATOR'S CONFIDENTIAL REPORT

_____ has applied for admission to the Library Summer Institute for Training Classroom Teachers in Schools with Low Income Students at Rust College in Holly Springs, Mississippi.

The Institute Selection Committee would appreciate your evaluation of the applicant as a competent, full-time teacher.

Please return this form directly to Johnny W. Jackson, Director, Title II-B Library Institute, Rust College, Holly Springs, Mississippi NOT LATER THAN JUNE 9, 1971.

React to the following:

1. The characteristics of the applicant which indicate he is the type of person who should be encouraged to enter or remain in the field of education.

2. The plans of your school for employing the applicant as a full-time teacher for the next academic year.

3. Check one of the following:
   ( ) I strongly recommend the applicant
   ( ) I recommend the applicant
   ( ) I recommend the applicant with reservations
   ( ) I do not recommend tha the applicant

Name _____ Official Title _____ Date _____

School or Institution _____ Address _____

Confidential Report Not To Be Revealed To Applicant

TITLE II-B LIBRARY INSTITUTE
for
TRAINING CLASSROOM TEACHERS IN SCHOOLS
with
LOW INCOME STUDENTS

RUST COLLEGE
HOLLY SPRINGS, MISSISSIPPI 38635

JOHNNY W. JACKSON, DIRECTOR

WILLIAM A. McMILLAN
PRESIDENT

MOYESE H. DOWSING
ASSISTANT DIRECTOR

I am happy to inform you that you have been selected as a participant in the Title II-B Library Institute for Training Classroom Teachers in Schools With Low Income Students at Rust College, beginning June 21, 1971 through July 30, 1971.

If you plan to accept appointment as a participant in this institute, the following two items must be mailed no later than June 15, 1971.

1. A letter of acceptance
2. The enclosed application for Stipend Form (limited - two (2) dependents)

Unless the above instructions are followed, your name will be dropped as an enrollee on June 17, 1971, and a replacement will be selected from a list of alternate candidates.

Yours truly,

Johnny W. Jackson, Director

JWJ/bfr

Enc. Stipend Form

TITLE II-B LIBRARY INSTITUTE
for
TRAINING CLASSROOM TEACHERS IN SCHOOLS
with
LOW INCOME STUDENTS

R U S T C O L L E G E
HOLLY SPRINGS, MISSISSIPPI 38635

JOHNNY W. JACKSON, DIRECTOR

WILLIAM A. McMILLAN
PRESIDENT

MOYESE H. DOWSING
ASSISTANT DIRECTOR

I am happy to inform you that you have been selected as _____ in the Title II-B Library Institute for Training Classroom Teachers in Schools With Low Income Students, beginning June 21, 1971 through July 30, 1971.

If you plan to accept appointment as an alternate in this institute, the following two items must be mailed no later than June 17, 1971.

1. A letter of acceptance
2. The enclosed application for Stipend Form (limited - two (2) dependents

Unless the above instructions are followed, your name will be dropped as an alternate on June 21, 1971.

Yours truly,

Johnny W. Jackson, Director

JWJ/bfr

Enc. Stipend Form

TITLE II-B LIBRARY INSTITUTE
FOR TRAINING CLASSROOM TEACHERS IN SCHOOLS
WITH LOW INCOME STUDENTS
RUST COLLEGE
HOLLY SPRINGS, MISSISSIPPI 38635

We would like to thank you for your interest in the Title -B Library Institute for Training Classroom Teachers in Schools With Low Income Students to be held at Rust College June 21 through July 30, 1971.

When the Selection Committee met to consider the applicants, several items of required information had not been received by the Institute Director. Therefore, you were ineligible for consideration by the Committee.

We hope that you will apply earlier next year for a similar Institute, ensuring that all of your information will be received before the Selection Committee convenes to consider applicants.

Yours truly,

Johnny W. Jackson, Director

JWJ/bfr

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
Washington, D. C. 20202

Each individual who attends a library institute under the provisions of Title II-B of the Higher Education Act of 1965, P. L. 89-329, as amended, may be eligible (after application) to receive a stipend and dependency allowance for the period of his attendance at the Institute. The rate of stipend and dependency allowance will depend upon the length of the institute program, amount of the participant's experience in the library profession, and the level of training offered by the institute program. (Individuals who attend part-time Institutes will receive prorated amounts.)

Please type or print in ink and return the complete form to the Institute Director, not to the U. S. Office of Education.

Name of applicant (First, middle initial, last):	INSTITUTION: TYPE OF INSTITUTE:
Permanent or home address (Number, street, city, state and zip code):	Sex: Marital status: ☐ MALE ☐ Single ☐ Widowed ☐ FEMALE ☐ Married ☐ Divorced

An applicant may claim as dependents any of the following persons over half of whose support, for the clendar year in which the school year begins, was received from the applicant:

(1) A spouse,
(2) A child, or descendant of such child, or stepchild,
(3) A brother or sister,
(4) A brother or sister by half blood,
(5) A stepbrother or stepsister,
(6) A parent, or ancestor of such parent,
(7) A stepfather or stepmother,
(8) A son or daughter of student's brother or sister,
(9) A brother or sister of student's father or mother,
(10) A son-in-law, or daughter-in-law, or father-in-law, or mother-in-law, or brother-in-law, or sister-in-law,
(11) A person (other than the student's spouse) who, during the student's entire calendar year, lives in the student's home and is a member of the student's household (but not if the relationship between the person and the student is in violation of local law), or
(12) A cousin (descendant of a brother or sister of the student's father or mother) who, during the student's calendar year, is receiving institutional care on account of a physical or mental disability and before receiving such care was a member of the same household as the student.

A legally adopted child or a child placed in the student's home for adoption by an authorized agency is considered to be a child by blood.

A citizen of a foreign country may not be claimed as a dependent, unless he is a resident of the United States, Canada or Mexico, or Panama or the Canal Zone, at some time during the calendar year in which the school year of the student begins, or is a resident of the Philippines born to, or adopted by, a student while he was a member of the Armed Forces, before January 1, 1956, or is an alien child legally adopted by an living with a student as a member of his household for the entire calendar year.

In accordance with the foregoing (Check one):

☐ I Claim No Dependents ☐ I Claim the Following Dependents:

Name of Dependent	Age	Relationship	Name of Dependent	Age	Relationship
1.			6.		
2.			7.		
3.			8.		
4.			9.		
5.			10.		

ICERTIFY, under penalty of law, that I have claimed dependents in accordance with the instructions on this form, that I contribute more than half of the cost of each such dependent's annual support, and that the information provided by me is true and complete to the best of my knowledge and belief.

Signature of applicant: Date:

DEPENDENCY CHANGES:

(A) Any decrease in the number of allowable dependents during the Institute period must be reported promptly to the Institute Director for an appropriate adjustment of your stipend.

(B) If, during the Institute period, your member of allowable dependents increases, you may request an increase in your stipend by submitting evidence of the change to the Institute Director.

RUST COLLEGE

LEONTYNE PRICE LIBRARY

TITLE IIB LIBRARY INSTITUTE FOR TRAINING CLASSROOM TEACHERS

RUST COLLEGE 1866

Summer '11

DIRECTOR – MR. J. JACKSON

RUST COLLEGE - LIBRARY INSTITUTE

INTRODUCTION TO THE LIBRARY AND REFERENCE

(A COURSE OUTLINE)

INTRODUCTION

The library, (whether called media center, resource center, or materials center), plays a major role in one's educational process. The library is to its patrons as the 1st National Bank is to its customers, for materials are deposited and withdrawn. The teacher is the most intrumental person in the withdrawal process, therefore, he must know the kinds of materials deposited there.

OBJECTIVES

1. The participants will be able use effectively the general tools of the library.
2. To introduce the participants to the many selection tools in order that they may be able to use discretion in the selection of library resources.
3. The participant will become familiar with periodicals found in the various subject areas.
4. The participants will become familiar with the various kinds of reference books and their uses.
5. The participants will be provided with a general knowledge of the cataloging and classification of books.
6. The participants will demonstrate the ability to identify and make application of the different kinds of media found in libraries.

BASIC SOURCES

Asheim, L. The Humanities and the Library. Chicago: ALA, 1957.

Campbell, W. G. Form and Style in thesis Writing. Boston: Houghton, Mifflin, 1969.

Company, 1969.

Peterson, C. S. Reference Books for Elementary and Junior High School Libraries. Metuchin, New Jersey: Scarecrow Press, 1970.

Jackson, M. M. A Bibliography of Negro History and Culture for Young Readers. Pittsburgh: University of Pittsburgh Press, 1968.

Shores, L. Instructional Materials: An Introduction for Teachers. New York: Ronald Press, 1960.

Shove, R. The Use of Books and Libraries. Minneapolis: University of Minnesota Press, 1963.

Turabian, K. A Manual for Writing Term Papers, Theses and Dissertations. Chicago: University of Chicago Press, 1967.

Wofford, A. The School Library at Work. New York: H. W. Wilson Company, 1959.

OUTLINE

I. General introduction of library
II. General Reference books and Periodicals
III. Reference Books and Periodicals in subject areas

- A. Education
- B. Humanities
- C. Social Sciences
- D. Science

Note: Problems, Projects, etc. will be assigned with each segment of the outline.

GENERAL REFERENCES

ENCYCLOPEDIAS

Encyclopedia Americanna, 1970

Encyclopedia Britannica, 1969

Encyclopedia Collier's, 1969

Britannica Book of the Year

Encyclopedia International, 1969

Columbia Encyclopedia, 1969 (one volume)

Lincoln Library of Essential Information (one volume)

The Negro Almanac, 1967

The Negro Heritage Library, 1964

International Library of Negro Life and History, 1968

McWhirther, N. Guiness Book of World Records, 1971

DICTIONARIES

The Random House Dictionary of the English Language, 1967

Funk & Wagnals New Standard Dictionary Dictionary of t e English Language

Webster's Third New International Dictionary (a Merrian-Webster)Sledd.

Dictionaries and that Dictionary

ALMANACS, ATLASES, AND HANDBOOKS

Information Please Almanac

World Almanac

Kane. Famous First Facts

Foster. School and Library Atlas of the World, 1968

Columbia Lippincott Gazetteer of t e World, 1952

Rand McNally Road Atlas, 1968

Reader's Digest Great World Atlas, 1963

The Macmillan Marine Atlas, 1967/68

Life Pictorial Atlas of the World, 1961

Commercial Atlas and Marketing Guide, 1969

Encyclopedia of American Facts and Dates

BIOGRAPHICAL TOOLS

Who's Who in America

Current Biography

Who Knows--and What, 1964

American Nicknames

Who was Who in America

Dictionary of American Biography

Who's Who

Dictionary of National Biography

Who's Who in American Women

Modern English Biography

Personalities of the South

Webster's Biographical Dictionary

International Who's Who

DIRECTORIES

Winchell, C. Guide to Reference Books

Katz, B. Magazines for Libraries

Ulrich's International Periodical Directory

Ayer's Directory of Newspapers and Periodicals, 1957

Encyclopedia of Associations, 1964

American Library Directory

The Foundation Directory, 1967

Museums Directory of t e U. S. and Canada, 1965

PERIODICALS

Ebony

Time

Jet

U. S. News and World Report

Life

Look

Essence

Newsweek

New York Times Magazine

Black World(Negro Digest)

Reader's Digest

Better Homes and Gardens

Good Housekeeping

Ramparts

Children's Digest (Curriculum library)

Seventeen

Parents

Jr. Scholastic

Sr. Scholastic

Saturday Review

Mademoiselle

NEWSPAPERS

Local paper

New York Times

Christian Science Monitor

Commercial Appeals

Pittsburg Courier

Afro-American

Atlanta Constitution

Memphis World

Lexington Advertizer

Delta Democrat Times

Chicago Tribune

Chicago Daily Defender

Clarion-Ledger

Odessa American

National Observer

INDEXES

Reader's Guide to Periodical Literature

New York Times Index

REFERENCE BOOKS AND PERIODICALS IN SUBJECT AREAS

EDUCATION

DICTIONARIES AND ENCYCLOPEDIAS

Good. Dictionary of Education

Goldenson. The Encyclopedia of Human Behavior

Encyclopedia of Educational Research

Childcraft: The How and Why Library

HANDBOOKS, DIRECTORIES AND ALMANACS

The College Blue Book

Standard Education Almanac

Education Directory

Lovejoy's College Guide

Handbook of Audio-Visual Aids and Techniques for Teaching Elementary School Subjects

The College Handbook

Baird's Manual of American College Fraternities

College Admission Policies

A Handbook for Teaching in the Ghetto School

BIOGRAPHICAL TOOLS

Directory of American Scholars

Who's Who Among Students in American Universities and Colleges

Who's Who in American Education

INDEXES

Education Index

Subject index to Children's Magazines

PERIODICALS

Grade Teacher

Instructor

Today's Education

Education Digest

Clearing House

Elementary School Journal

Arts and Activities

Audio-Visual Instruction

HUMANITIES

(PHILOSOPHY)

Dictionary of Philosophy

Masterpieces of World Philosophy in Summary Form

Encyclopedia of Philosophy

Biographical Encyclopedia of Philosophy

(RELIGION)

Holy Bible

Boyd. Bible Dictionary

Encyclopedia of Religion and Ethics

Encyclopedia of Religion

Frazier. The Golden Bough

Dictionary of Symbols

New Larousse Encyclopedia of Mythology

Rosten. Religious in America (Curriculum library)

Home Book of Bible Quotation

Harper's Bible Dictionary

(ART)

Craven. The Rainbow Book of Art

Gardner. Art Through the Ages

Encyclopedia of World Art

Kent. World Famous Paintings

Haggar. A Dictionary of Art Terms

Ross. An Illustrated Handbook of Art History

Encyclopedia of the Arts

(MUSIC)

Grove's Dictionary of Music and Musicians

Cross. Encyclopedia of Great Composers and Their Music

The Macmillan Encyclopedia of Music and Musicians

A Bibliography of Early Secular American Music

Cobbett's Cyclpedic Survey of Chamber Music

Encyclopedia of the Opera

Cross' complete Stories of the Great Operas

Duvall. The High School Band Director's Handbook

Tiede. Practical Band Instrument Repair Manual

Who's Who of Hymn Writers

Howard. Our American Music (Curriculum library)

Rosenthal. Concise Oxford Dictionary of Opera (Curriculum library)

Hughes. Famous Negro Music Makers (Curriculum library)

Rollins. Famous Negro Entertainers of Stage, Screen and Television (curriculum Library)

Cross. Encyclopedia of the Great Composers and Their Works (curriculum library)

Oliver. The Story of the Blues

Work. American Negro Songs and Spirituals

Surge. Singers of the Blues

Harvard's Dictionary of Music

New Edition of the Encyclopedia of Jazz

(LANGUAGE AND LITERATURE)

DICTIONARIES, ENCYCLOPEDIAS AND HANDBOOKS

Bender. NBC Hardbook of Pronunciation (Curriculum library-one copy)

Kenyon. A Pronouncing Dictionary of American English

De Solo. Abbreviations Dictionary

Albaugh. English: A Dictionary of Grammar and Structure

Shipley. Dictionary of World Literature

Thrall. A Handbook of Literature

Roget's International Thesaurus

Major. Dictionary of Afro-American Slang

Linclon Library of Language Arts (Curriculum library)

Cupperud. A Dictionary of Usage and Style (Curriculum library)

Bryant. Current American Usage (Curriculum library)

(FOREIGN LANGUAGE DICTIONARIES)

Deutsch. Poetry Handbook: A Dictionary of Terms (Curriculum library)

Feder. Handbook of Classical Literature (Curriculum library)

Handbook of Current English

Sisson's Synonyms

Oxford English Dictionary

World Book Encyclopedia Dictionary

Hyamson. A Dictionary of English Phrases

Benet. The Reader's Encyclopedia

Brewer. Dictionary of Phrase and Fable

Cassell's Encyclopedia of World Literature

Barlett. Familiar Quotations

Levy. Voice and Speech Handbook

Drake. The Speaker's Handbook of Humor

Kin. Dictionary of American Proverbs

New Century Handbook of English Literature

Encyclopedia of Poets and Poetics

Encyclopedia of World Literature in the Twentieth Century

Funk and Wagnalls. Synonyms, Antonyms and Prepositions

Webster's Dictionary of Synonyms (Curriculum library)

BIOGRAPHICAL TOOLS

Cyclopedia of Literary Characters

Cyclopedia of World Authors

Twentieth Century Authors

Who's Who of Children Literature

Jr. Book of Authors

Contemporary Authors

Rollins. Famous Negro Poets (Curriculum library)

INDEXES, GUIDES, AND COUCORD NCES

Granger's Index to Poetry

Play Indes

Guide to Play Selection

Writer's Market'69

LMP (1965-68

Social Sciences and Humanities Index

Concordance to Shakespeare

A Concordance to Beowulf

Concordance to the Poems of E. Dickinson

Short Story Index

Bibliography of English Printed Tragedy 1565-1900

Rubin. Bibliographical Guide to the Study of Southern Literature

Abrash. Black African Literature in English Since 1952

HUMANITIES PERIODICALS

Elementary English

English Journal

Art Education

Players

New York Times Book Review

Atlantic

Hi-Fidelity

American Record Guide

Book Review Digest

SOCIAL SCIENCES

DICTIONARIES, ENCYCLOPEDIAS, AND HANDBOOKS

Dictionary of Geography

Sloan. Dictionary of Economics

Mitchell. Dictionary of American Politics

Encyclopedia of American History

Larousse Encyclopedia of World Geography

Lands and Peoples

Cowles' Encyclopedia of Nations

Holt. Dictionary of American History

Boatner. Encyclopedia of the American Revolution

Boatner. Civil War Dictionary

Negro Handbook

Teacher's Guide to American Negro History

Legum. Africa: A Handbook

News Dictionary

Harbottle. Dictionary of Historical Allusions

Encyclopedia of American Facts and Dates

Encyclopedia of Social Science

Douglass. The American Book of Days

American Heritage Pictorial Atlas of U. S. History

Statistical Abstacts of the U. S.

Handbook of Modern Sociology

Post. Etiquette

Vanderbilt. Complete Book of Etiquette

Taintor. The Secretary's Handbook

American Heritage History of World War I. (Curriculum library)

Stateman's Yearbook

Book of the States

The Negro in American History

INDEXES, GUIDES, AND BIBLIOGRAPHIES

Facts on Files

Social Sciences and Humanities Index

Business Periodical Index

P. A. I. S. (Public Affairs Information Service Bulletin)

Guide to Historical Literature 1961

Miller. The Negro in America: A Bibliography

Salk. A Layman's Guide to Negro History

Welsch. The Negro in the U. S.

Wiltz. Books in American History

PERIODICALS

Black Enterprises

Current History

Consumer Bulletin

Journal of Miss. History

Current Events (Curriculum library)

Consumer Report

Crises

Negro History Bulletin

American Heritage

Freedomways

Business Week

SCIENCE

DICTIONARIES, HANDBOOKS, AND GUIDES

Book of Popular Science (Curriculum library)

Van Nostrnad's Scientific Encyclopedia

McGraw-Hill Encyclopedia of Science and Technology & Yearbooks

Turner. Basic Electricity (Curriculum library)

Fenton. The Fossil Book (Curriculum library)

Jordon. Hammond's Nature Atlas of America (Curriculum library)

Klots. Living Insects of the World (Curriculum library)

Asimov. The Human Body (Curriculum library)

First Aid Textbook (Curriculum library)

Fishbein. Modern Family Health Guide (Curriculum library)

Moore. How to Clean Everything (Curriculum library)

Denny. Fabrics (Curriculum library)

Adams. Complete Woodworking Handbook (Curriculum library)

Menke. The Encyclopedia of Sports

Abercrombie. Dictionary of Biology

Science News Yearbook

Crescent Dictionary of Mathematics

Computer Dictionary and Handbook

Encyclopedia of Physics

Graham. Basic Dictionary of Science

Encyclopedia Dictionary of Physics

Encyclopedia of Chemistry

A New Dictionary of Birds

The Pictorial Encyclopedia of Insects

Larousse Encyclopedia of Animal Life

Audubon. The Birds of America

Encyclopedia of Biological Sciences

Principles of Biology

Rickett. Wild Flowers of the U. S.

Rodale. Encyclopedia of Common Diseases

Toldt. An Atlas of Human Anatomy

Times Atlas of the Moon

CRC Handbook of Chemistry and Phsics

Atlas of Cat Anatomy

The Space Encyclopedia

Munson. World Aircraft-Bombers

Munson. World Aircraft-Fighters

McLaughlin. Space Age Dictionary

Berlye. Encyclopedia of Working with Glass

Modern Home Medical Adviser

BIOGRAPHICAL TOOLS

McGraw-Hill Modern Men of Science

Farber. Great Chemists

Leaders in American Science

Asimov's Biographical Encyclopedia of Science and Technology

American Men of Science

PERIODICALS

Science Digest

Scientific American

Science

Science News

Popular Mechanics

Popular Science

Popular Electronics

Today's Health

Nature

Sky and Telescope

Science World

Science and Public Affairs

Physics Today

Chemistry

ADDENDUM

BOOK REVIEWING AND SELECTING TOOLS

Chicago Tribune Book World

Publisher's Weekly

Library Journal

New York Times Book Review

Booklist

Choice

Horn Book

BPR

Sr. High School Library Catalog

Jr. High School Library Catalog

New York Review of Books

AV EQUIPMENT

Note: All of the equipment housed in the library

ORDINARY "EVERYDAY" RECORDS

Chi-ites.	Power to the people	Benton.	Oh Lord, Why Lord
Temptations.	Message to A Black Man	Charles, R.	Ealonar Rigby
Hayes, I.	I Stand Accused	Rascals.	Everybody Got to be Free
Rawls, L.	Memory Lane		
Leavy.	Cummings Prison Farm		

"KNOWLEDGE IS OF TWO KINDS: WE KNOW A SUBJECT OURSELVES,
OR WE KNOW WHERE WE CAN FIND INFORMATION ON IT."

NAME_____

1. The two major sources to consult when searching for library materials are_____and_____.
2. A book is entered into the card catalog by its_____, _____, and_____.
3. When searching for current information on a subject, an_____ is consulted.
4. AMERICAN LITERATURE
   see
   LITERATURE, AMERICAN
   (Explain this kind of entry)

5. Explain each part:

College Assn. of American
Annual meeting, Ja 16, IV, 28:1

6. Explain each part:

HOCKEY
Power play: Russian hockey team tour of Canada. G. Ronberg. il
Newsweek 73: 58 F 3'70

7. List three criteria for evaluating a book.

8. A subject list of pamphlets, booklets, posters, charts and other inexpensive materials is a_____.
9. How are encyclopedias kept up-to-date?

10. Explain fully each part:

544.6 Barrow, Gordon M
B279 The structure of molecules. New York, Kraus Reprints Copp., 1963.

156p. illus. 22cm.

1. Molecular Spectra. 2. Spectrachemistry. I. Title

11. Where can the following be found? (Please be specific)

    1. A biography of the scientist, Issac Asmov.

    2. Information on the history of the Negro's blues.

    3. The fattest woman in the world.

    4. A recent article on multiple births.

    5. "A thing of beauty is a joy forever."

    6. A map indicating the route of General Grant.

    7. A case study of dictionaries.

    8. The number of book Jackson State College has in its library.

    9. A list of books published in the field of science this week.

    10. An annotated list of book about Negroes for young people.

    11. The procedure for wrapping a sprained ankle.

    12. The founders of Phi Beta Sigma Fraternity.

    13. A good guide for writing term papers etc.

    14. The opening hours for the Memphis Art Museum.

12. Write the correct bibliographic entry for the following:

    1. American History by Ellen Stevens, published by McGraw-Hill in New York in 1970.

    2. Power plays a major role by Jack Jones, Time, page 64-66, May 6, 1971.

RUST COLLEGE

LEONTYNE PRICE LIBRARY

TITLE IIB LIBRARY INSTITUTE FOR TRAINING CLASSROOM TEACHERS

RUST COLLEGE 1866

Summer '71

DIRECTOR – MR. J. JACKSON

COURSE NUMBER: L. S. 531

SUMMER L. S. INSTITUTE, 1971

Introduction:

The course Libarary Curriculum Materials Constitutes study and practice in the selection and evaluation of multi-media curriculum mate rials and their effective use of elementary and secondary schools. This course surveys the ma
mass communication media including newspapers, magazines, motion pictures radio and television in terms of the most recent research relative to structure, content, a nd audience. Ea ch medium will be considered in regard to its effects on the reading of books and on the cultural function of the library.

II. OBJECTIVES:

1. To provide participant with theories and experiences with instructional materials and the methods of the use of the instructional media including books, records, tapes, slides, filmstrips, microfilm reader, and video devices.

2. The participants will demonstrate the abilit to evaluate the Criteria of selection for the materials in their specific Curriculum area for Classroom use.

3. The participants will demonstrate practical skills through the functional use and the operation of the various, devices, methods and techniques for the improvements of the student's learning.

4. The participants will demonstrate the abilit to select the most fitting sources of material and/or create materials to carry out a specific learning situation.

III. METHODS AND MATERIALS:

1. Lectures
2. Simulation
3. Demonstration
4. Laboratory Experimentations
5. Slide Presentations
6. Field Trips
7. Video Presentations
8. Books
9. Films
10. Filmstrips (Silent Sound)
11. Slides & Slide Projectors
12. Cameras
13. Drymounting Press
14. Tacking Iron
15. Audiotapes & Tape Recorders
16. Paper Cutters
17. Overhead Projectors
18. Record Players & Records
19. Basic Graphic Equipments
20. Opaque Projectors
21. Video Tapes
22. Instructional Graphic for TV
23. Visual Maker
24. Films & Flash Cubes
25. Tables

26. Board; Flannel, Bullentin, Peg

27. 16 MM Projectors
28. 8 MM

29. Newspapers

30. Magazines

31. Flip Charts

IV. METHODS OF EVALUATION:

The compentency of participants will be evaluated objectively through the enthuaism and interest shown in assignments; daily participation and attendence, promptness, volunteer contributions, and actual performance.

V. SPECIAL ASSIGNMENTS:

Read "Position Papers" and write your reaction to each paper:

Dr. Phillips, Murry G., Practical Theory Associates Professor, Hofstra University.

Travers, M.W. ,Theory of Preception and the Design of Audiovisual Materials.

Gayne, Robert M., Learning Theory, Educational Media and Individualized Instruction. University of California, Berkeley, 1967.

VI. COURSE OUTLINE-SEE SCHEDULE:

VII. BIBLIOGRAPHY:

Copla n, Kate. POSTER IDEAS AND BULLENTIN BOARD TECHNIQUES: FOR LIBRARIES AND SCHOOLS. Oceana Publications, Inc., 1942.

Frost, Joe. CURRIC LAR FOR THE SEVENTIES. Boston,: Houghton Mifflin Company., 1969.

Kemp, Jerrold E. PLANNING AND PRODUCING AUDIOVISUAL MATERIALS. San Francisco; Cha ndler Publishing Company. 1963.

Mea ns, Richard K. METHODOLOGY IN EDUCATION. Columbus: Charles E. Merrill Publishing Company. 1968.

Minor, Ed and Frye, Harvey R. TECHNIQUES FOR PRODUCTING VISUAL INSTRUCTIONAL New York: McGraw-Hill Book Company. 1970.

Williams, Catherine M. LEARNING FROM PICTURES. Washington: NEA, 1963.

Wittich, Walter Arno. AUDIOVISUAL MATERIALS: THEIR NATURE AND USE. New York: Harper and Row. 1963

G

RUST COLLEGE

LEONTYNE PRICE LIBRARY

TITLE IIB LIBRARY INSTITUTE FOR TRAINING CLASSROOM TEACHERS

RUST COLLEGE 1866

Summer "71"

DIRECTOR – MR. J. JACKSON

LIBRARY INSTITUTE
SUMMER 1971
Basic Outline For
The Reading Area
Mrs. Sallie W. Mosley, Instructor
July 5 - July 30, 1971

I. THE ROLE OF READING IN THE TOTAL EDUCATIONAL PROCESS
   A. Influence of Reading Upon Development Needs or "Tasks" in Education
      1. Developmental Needs and Reading Process
      2. Basic Needs
   B. Reading Instruction A Continuous Process

II. THE READING PROCESS

   A. Objectives of Reading Instruction
   B. Reading Instruction in Primary Grades
   C. Reading Instruction in Junior and Senior High School
   D. Reading Instruction in Intermediate Grades
   E. Reading Instruction for College Students and Adults
   F. Remedial Reading and the Educative process
      1. The Retarded Reader
      2. Diagnosis of Reading Ability
      3. Remedial Reading Practices and programs
   G. Reading Instruction for the Slow-Learner
      1. Diagnosis of Needs
      2. Factors in Teaching the Slow-Learner
      3. Curriculum principles
   H. Reading Programs for the Gifted
      1. Identification of the gifted
      2. Guiding the Reading of the Verbally gifted Child

III. THE READING ABILITIES

   A. Mental Development and Reading
   B. Language Development and Reading
   C. Social and Cultural Development and Reading
   D. Child Development Through Reading

IV. RELATED RESEARCH IN READING INSTRUCTION

   A. Theories of Learning
   B. The Laws of Learning
   C. Field Theory and Learning

D. A Theory of Human Motivation
E. Teaching Machines

V. BEHAVIOR PATTERNS OF CHILDREN

A. Children's Behavior with one another
B. Children's Relationship with adults
C. Identification of Behavior Problems
D. The teacher, the pupil, Personal team and some Specific Techniques for Behavior Development

Assignment Activities

1. Reports (Group) or (Individual)
2. Reaction Reports (Cards)
3. Case Study (Individual)
4. Demonstration (Group) or (Induvidual)
   a. Reading Readiness Materials
   b. Comprehension Materials
   c. Listening Skill Materials
   d. Sight Vocabulary Materials
   e. High Interest Low Readability Books
   f. Phonic Materials
   g. Non-Phonic Word Attack Materials
   h. General Materials

PROBLEMS OF READING

1. Are We Really Improving Reading in the Content Fields?
2. Speed Reading: Is the Present Emphasis Desirable?
3. Do we apply What We Know About Comprehension?
4. Sequence of Reading Skills in Reading: Is There Really One?
5. Readirg Instruction for the Disadvantaged: Is It Adequate?
6. Visual and Auditory Modalities: How Important are They?
7. How Effective is programed Instruction in Teaching Reading?
8. How Effective Is i.t.a. in Reading Instruction?
9. Is the Linguistic Approach an Improvement in Reading Instruction?
10. Basal Reader Programs: How Do They Stand Today?
11. Do the Advantages of Ungraded Schools Outweigh the Disadvantages?
12. What Are the Advantages and Disadvantages of Individualized Instruction?
13. What about Special Theories of Teaching Remedial Reading?
14. Are There Any Real Differences between Reading Instruction in the Elementary School and in High School?
15. Should Colleges Change Their Curriculums in Preparing Teachers of Reading and Reading Specialists?
16. The Future of Current Issues in Reading

CURRENT ISSUES IN READING, NILA BANTON SMITH

OTHER MATERIALS MAY BE FOUND IN THE LIBRARY AND THE CURRICULUM LIBRARY.

DIAGNOSIS

NAME: _____ DATE _____
Child

PRESENT STATUS

Age: _____ Sex: _____ Grade: ____ Teacher's Name _____

School _____

PHYSICAL APPEARANCE

General impression of the child _____
(Neatness, mannerism, etc.)

_____

_____

PERSONALITY TRAITS

General emotional tone _____
(Cheerful, moody, etc.)

_____

_____

PHYSICAL EXAMINATION

Physical defects _____

Efficiency of sensory organs - vision _____, hearing _____

Coordination (Neuromuscular) _____, speech _____

Twitchings, tics, tremors _____

Comparison with normal height and weight _____

General condition of health _____

THE ENVIRONMENT

The Family

Father _____ _____
(living or deceased)

Mother _____ _____
(living or deceased)

The individuals living at home (including parents) _____

_____

_____

ERIC User Note: The following copyrighted materials have been omitted:

1. Slosson Intelligence Test for Children + Adults
   a. Score Sheet
   b. Statements about This Test
2. Keystone Visual Survey Tests
3. MAICO Audiogram
4. Slosson Oral Reading Test
5. Gray Oral Reading Test

DIAGNOSTIC REPORT FORM

Name of Client _____ Date of Birth _____

Parent or Guardian _____ Phone _____

Address _____

School _____ Teacher _____ Grade ____

Date of Diagnosis _____ Diagnostician _____

I. Background Information
Information from questionnaire, interview, other reports, previous test scores. Summarize significant information.

II. Test Results
(a) Observation regarding testing situation. Mention factors which should have affected test results.
(b) Intelligence test data: specific scores, observations.
(c) Vision test data: specific scores, observations.
(d) Audition test data: specific scores, observations.
(e) Reading tests administered: specific scores, specific weaknesses, specific strengths. Reading levels estimates: frustration, instruction, independent, listening. Observations.
(f) Other tests.

III. Conclusion
(a) Statement concerning general reading levels in relation to grade placement, intelligence test scores, listening test scores.
(b) Statements relative to vision and audition.
(c) Statements concerning specific reading difficulties.
(d) Conclusions from observations and other test data.

IV. Recommendations
(a) Should the client be tutored?
(b) Should the client have his vision or hearing checked by a specialist?
(c) Specific recommendations for instruction. Recommendations should follow directly from statements of specific reading difficulties, and should prescribe methods and materials.

TITLE II-B LIBRARY INSTITUTE
FOR TRAINING CLASSROOM TEACHERS IN SCHOOLS
WITH LOW INCOME STUDENTS
RUST COLLEGE
HOLLY SPRINGS, MISSISSIPPI 38635

Dear Parent:

Thank you very sincerely for cooperating with us by permitting your child to be tested by the participants who were learning to administer and interpret tests. Your child was very cooperative and enjoyed the experiences.

Since the testing was not done under controlled conditions, the scores made by your child are not valid. We are not quoting scores because of the great chance of error, as the students who gave the tests were not thoroughly orientated in methods of testing.

Your cooperation in this learning experience provided and opportunity for the student-trainees to learn how to utilize tests. The experience your child had in taking the tests will help him in his performance on similar tests in the future.

Again, we thank you very much.

Sincerely yours,

Johnny W. Jackson
Director

JWJ/bfr

VISITING LECTURERS AND BOOK COMPANY REPRESENTATIVES

Mr. Bilbo, Representative of J. B. Lippincott Company

Mr. Walter Redden, Jr., Representative of Scott Foresman & Company

Mr. Eugene Rutland, Educational Representative of the Commercial Appeal

Mr. Shirley Durham and Mr. H. B. Appleton, Representatives of the Encyclopedia Britannica Educational Corporation

RUST COLLEGE LIBRARY INSTITUTE

EVALUATION QUESTIONNAIRE

1. How would you rate the overall effectiveness of the institute?

	Useful	Practical	Informative	Relevant	None
Reference and Library Service					
Library Curriculum Material & Lab.					
Study in Reading					

2. How would you rate the effectiveness of the methods of instruction and instructional materials?

Stimulating	Too Many	Too Few	Ineffective

3. As a result of the Institute training, will you be able to work more cooperatively with the librarian, media specialist, and other classroom teachers?

Yes ☐ No ☐

Explain _____

_____

_____

_____

_____

_____

4 Were there ample instructional materials at your disposal?

Explain _____

_____

_____

_____

_____

_____

5. Do you think the training you received in the institute will make a difference in the students you will teach?

Explain _____

_____

_____

_____

_____

_____

6. Explain how your experience in the institute will help you to use the library and its resources to make your teaching more meaningful?

7. After this experience with new media, will you be in a better position to make a wiser selection of the appropriate devices to carry out your specific classroom objectives?

Explain_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

8. What changes would you recommend for a future institute of this nature?

_____

_____

_____

_____

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_____

_____

SHORT TERM LIBRARY INSTITUTE
FOR TRAINING CLASSROOM TEACHERS IN SCHOOLS
WITH LOW INCOME STUDENTS
June 21 - July 30, 1971

First Week (June 21 - June 25)

Hour	Monday June 21	Tuesday June 22	Wednesday June 23	Thursday June 24	Friday June 25
8:00 - 8:30	Planning	Planning	Planning	Planning	Planning
8:30 - 9:45	Registration	Introduction to Library & Reference Bailey	Introduction to Library & Reference Bailey	Introduction to Library & Reference Bailey	Introduction to Library & Reference Bailey
9:45-10:15	Registration	Coffee Break	Coffee Break	Coffee Break	Coffee Break
10:15-11:30	Registration	Introduction to Library & Reference Bailey	Introduction to Library & Reference Bailey	Introduction to Library & Reference Bailey	Introduction to Library & Reference Bailey
11:30 - 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 - 4:00	Opening Institute Session	Introduction to Library & Reference Bailey	Introduction to Library & Reference Bailey	Introduction to Library & Reference Bailey	Introduction to Library & Reference Bailey
6:00 - 8:00		Practicum	Practicum	Practicum	Practicum
7:30 -	Reception				

SHORT TERM LIBRARY INSTITUTE
FOR TRAINING CLASSROOM TEACHERS IN SCHOOLS
WITH LOW INCOME STUDENTS

2nd Week (June 28 - July 2)

Hour	Monday June 28	Tuesday June 29	Wednesday June 30	Thursday July 1	Friday July 2
8:00 - 8:30	Planning	Planning	Planning	Planning	Planning
8:30 - 9:45	Introduction to Library & Reference Bailey	Introduction to Library & Reference Bailey	Techniques in Cataloging Moore	Techniques in Cataloging Moore	Introduction to Library & Reference Bailey
9:45 - 10:15	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
10:15 - 11:30	Introduction to Library & Reference Bailey	Introduction to Library & Reference Bailey	Techniques in Cataloging Moore	Techniques in Cataloging Moore	Introduction to Library & Reference Bailey
11:30 - 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 - 4:00	Introduction to Library & Reference Bailey	Introduction to Library & Reference Bailey	Introduction to Library & Reference Bailey	Introduction to Library & Reference Bailey	Introduction to Library & Reference Bailey
6:00 - 8:00	Practicum	Practicum	Practicum	Practicum	Practicum

SHORT TERM LIBRARY INSTITUTE
FOR TRAINING CLASSROOM TEACHERS IN SCHOOLS
WITH LOW INCOME STUDENTS

3rd Week (July 5 - July 9)

Hour	Monday July 5	Tuesday July 6	Wednesday July 7	Thursday July 8	Friday July 9
8:00 - 8:30	Holiday	Planning	Planning	Planning	Planning
8:30 - 9:45	Holiday	Library Curriculum Materials Dowsing	Library Curriculum Materials Dowsing	Library Curriculum Materials Dowsing	Black Curriculum Materials Moorer
9:45 - 10:15	Holiday	Coffee Break	Coffee Break	Coffee Break	Coffee Break
10:15 - 11:30	Holiday	Lab. Library Curriculum Materials Reaves	Lab. Library Curriculum Materials Reaves	Lab. Library Curriculum Materials Reaves	Black Curriculum Materials Moorer
11:30 - 1:00	Holiday	Lunch	Lunch	Lunch	Lunch
1:00 - 4:00	Holiday	Study in Reading Mosley	Study in Reading Mosley	Study in Reading Mosley	Study in Reading Mosley

SHORT TERM LIBRARY INSTITUTE
FOR TRAINING CLASSROOM TEACHERS IN SCHOOLS
WITH LOW INCOME STUDENTS

4th Week (July 12 - July 16)

Hour	Monday July 1	Tuesday July 13	Wednesday July 14	Thursday July 15	Friday July 16
8:00 - 8:30	Planning	Planning	Planning	Planning	Planning
8:30 - 9:45	Library Curriculum Materials Reaves Dowsing	Library Curriculum Materials Reaves Dowsing	Library Curriculum Materials Reaves Dowsing	Scientific Curriculum Materials Debro	Scientific Curriculum Materials Debro
9:45 - 10:15	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
10:15 - 11:30	Lab. Library Curriculum Materials Reaves	Lab. Library Curriculum Materials Reaves	Lab. Library Curriculum Materials Reaves	Lab. Library Curriculum Materials Reaves	Lab. Library Curriculum Materials Reaves
11:30 - 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 - 4:00	Study in Reading Mosley	Study in Reading Mosley	Study in Reading Shaw	Study in Reading Mosley	Study in Reading Mosley
6:00 - 8:00	Practicum	Practicum	Practicum	Practicum	Practicum

SHORT TERM LIBRARY INSTITUTE
FOR TRAINING CLASSROOM TEACHERS IN SCHOOLS
WITH LOW INCOME STUDENTS

5th Week (July 19 - July 23)

Hour	Monday July 19	Tuesday July 20	Wednesday July 21	Thursday July 22	Friday July 23
8:00 - 8:30	Planning	Planning	Planning Evaluators	Planning Evaluators	Planning
8:30 - 9:45	Library Curriculum Materials Reaves	Library Curriculum Materials Reaves	Library Curriculum Materials Reaves	Library Curriculum Materials Reaves	Library Curriculum Materials Reaves
9:45 - 10:15	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
10:15 - 11:30	Lab. Reaves	Lab. Reaves	Lab. Reaves	Lab. Reaves	Lab. Reaves
11:30 - 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 - 4:00	Lecture on Reading Mosley	Study in Reading Mosley	Study in Reading Lindsey	Study in Reading Mosley	Study in Reading Mosley
6:00 - 8:00	Practicum	Practicum	Practicum	Practicum	Practicum

SHORT TERM LIBRARY INSTITUTE
FOR TRAINING CLASSROOM TEACHERS IN SCHOOLS
WITH LOW INCOME STUDENTS

6th Week (July 26 - July 30)

Hour	Monday July 26	Tuesday July 27	Wednesday July 28	Thursday July 29	Friday July 30
8:00 - 8:30	Planning	Planning	Planning	Planning	Planning
8:30 - 9:45	Library Curriculum Materials Reaves	Library Curriculum Materials Reaves	Library Curriculum Materials Reaves	Library Curriculum Materials Reaves	Library Curriculum Materials Reaves
9:45 - 10:15	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
10:15 - 11:30	Lab.	Lab.	Lab.	Lab.	Lab.
11:30 - 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00- 4:00	Study in Reading Mosley	Study in Reading Mosley	Study in Reading Mosley	Study in Reading Mosley	Study in Reading Mosley
6:00 - 8:00	Practicum	Practicum	Practicum	Practicum	Practicum

RUST COLLEGE
HOLLY SPRINGS, MISSISSIPPI
38635

Expense Authorization Report Form

This form is to be completed in quadruplet on expenditure services, travel, supplies, etc. for Rust College.

NAME_____ DATE_____

ADDRESS_____
Street and Number City State Zip Code

A. SERVICES RENDERED:_____

_____

SALARY:
Period: No. wks._____; days_____; hrs._____: Rate per wk. $_____; Day $_____; Hr. $_____:
TOTAL CLAIMED:$_____

B. TRAVEL: Via air: $_____; Bus $_____; Car $_____ Total Cost $_____

Lodging $_____; Meals $_____; Other $_____; Per diem $_____

TOTAL CLAIMED: $_____

C. SUPPLIES AND EQUIPMENT:_____

_____
(Use back if necessary)

TOTAL CLAIMED: $_____

TOTAL FOR A, B, AND C: $_____

_____ _____
(Signature of performer where possible) (Date)

==========

THIS SECTION TO BE COMPLETED BY RUST COLLEGE PERSONNEL ONLY

STIPEND AUTHORIZED BY_____ DATE_____
Name and Title

BUDGET DESIGNATION_____

APPROVED_____ APPROVED_____
Recorder Business Manager

APPROVED _____
(President, where necessary)

RUST COLLEGE 060871
HOLLY SPRINGS, MISSISSIPPI 38635
Office of the President

CONTRACTUAL AGREEMENT FOR SPECIAL ASSIGNMENT

This contract made and entered into by and between the President on behalf of the Board of Trustees of Rust College hereinafter called the party of the first part, and

_____ of _____
Address

_____ hereinafter called the party of the second part.

You have been recommended by _____
to become a part of our special program as indicated below.

Your assignment at Rust College will be for a period of _____. Dates _____
_____ POSITION _____

Nature of assignment: _____

_____

Your salary for this assignment is based on 1) fixed rate of $_____ for the period indicated above or 2) proportionally on salary for the current academic year and has been set by Rust College at $ _____.

		PAY PERIODS	AMOUNT
Amount allowed for travel	$_____	_____	$_____
Amount allowed for per diem	$_____	_____	$_____
Regular Stipend	$_____	_____	$_____
	$_____	_____	$_____
TOTAL	$_____		

__ 1. I agree to accept the assignment on the basis of conditions stated above and on the opposite side of this contract. (If this item is checked, sign duplicate and return to the Office of the President not later than _____).

__ 2. Due to present circumstances beyond my control, I cannot accept the assignment. (If this item is checked, return both copies unsigned.)

In witness thereof we have hereunto set our hands and seal in duplicate on this the _____ day of _____ 19 _____.

BY: _____, PRESIDENT

BY: _____
(Party of the Second Part)

DATE: _____
(Party of the Second Part)

(Over)

CONDITIONS OF CONTRACT

1. Provided (without change in salary) that the party of the first part reserves the right, for the best interest of the college, to modify this contract in line with abilities and interest in which the party of the second part is qualified to serve.

2. Provided further that the party of the first part shall have the power and authority to terminate this contract at any time for malfeasance, inefficiency, false information, financial exigency, or contumacious conduct by the party of the second part.

3. Provided further that the party of the second part shall have full rights, protections and obligations as set forth in the Rust College Faculty-Staff Handbook, the contents of which are incorporated by reference in this contract.

4. Provided further that the party of the first part shall have the authority to make bonafide deductions (where applicable) from salaries for Retirement, Hospitalization, Campus Chest Fund, F. I. C. A., and Income Taxes.

5. Provided further that the parties of the first and second parts shall give at least 30 days notice of any intent to alter the terms of or terminate this contract. Failure to comply with this provision by one of the parties will forfeit any and all obligations upon the party of the other part in the contract. PENALITIES: The party of the first part will be obligated to pay the party of the second part salary for 30 days following the termination date. The party of the second part will forfeit salary for the balance of the contract year and will refund salary for the 30 days preceeding termination of services without proper notice.

The party of the second part does accept the employment herein specified upon the terms and conditions stated and agreed upon by the party of the first part as attested to by signatures on the opposite side of this contract.

Rust College

RUST COLLEGE
1866

It is hereby certified that upon recommendation of the Staff of the HEA Institute for Retraining of Classroom Teachers as School Library Media Specialists, Rust College issues to

_____

This Certificate of Merit and Participation for the successful completion of the requirements of the Institute Courses: Introduction to Library Procedures and Reference, Literature for Children and Adolescents and Study in Reading June 21 - July 30, 1971

Dated at Holly Springs, Mississippi, this _____ day of _____, A. D.

Nineteen hundred _____

Institute Director _____

Dean _____ President _____

ROSTER OF PARTICIPANTS

Name & Address participants Number of dependents	Pre-institute Employment	Post-institute Employment
Miss Hattie Alexander P. O. Box 422 Belmont, Miss. 38827 Dependent: 0	Booneville Elem. School Booneville, Miss. 38829	Same
Mrs. Judy G. Autry West Boundary Holly Springs, Miss. 38635 Dependents: 2; (1) *	Cadet School West Street Holly Springs, Miss. 38635	Same
Miss Remell R. Bell 170 Walthall Street Holly Springs, Miss. 38635 Dependents: 2	Holly Springs Primary School Walthall Street Holly Springs, Miss. 38635	Same
Mrs. Helen S. Bougard Route 2, Box 158 Byhalia, Miss. 38611 Dependents: 2	Henry High School Byhalia, Miss. 38611	Same
Mrs. Vivian J. Bruce 231 Rust Avenue Holly Springs, Miss. 38635 Dependents: 4	Holly Springs High School Walthall Street Holly Springs, Miss. 38635	Same
Mrs. Thelma B. Clements 609 Crestview Drive East Gadsden, Ala. 35903 Dependent: 1	Litchfield Jr. High School East Gadsden, Ala. 35903	Same
Miss Bertha M. Crump Route 2, Box 225 Baldwyn, Miss. 38824 Dependent: 0	Booneville Elem. School Booneville, Miss. 38829	Same
Mr. Lee A. Cummings P. O. Box 296 Ripley, Miss. 38663 Dependents: 4	Piney Grove High School Ripley, Miss. 38663	Same

* three weeks

Mrs. Hattie S. Debro 1000 Carver Street Tupelo, Miss. 38801 Dependent: 1	Carver High School Tupelo, Miss. 38801	Same
Mrs. Claudette S. Denton Route 2, Box 17C Aliceville, Ala. 35442 Dependents: 2	Caledonia High School Caledonia, Miss. 39740	Same
Mr. John H. Dowsing, Jr. P. O. Box 483 Holly Springs, Miss. 38635 Dependent: 0	Sand Flat High School Mt. Pleasant, Miss. 38649	Same
Mr. Oscar Fant ( ) Route 3, Box 196-B Holly Springs, Miss. 38635 Dependents: 2	Cadet School West Street Holly Springs, Miss. 38635	Memphis City Schools Memphis, Tenn.
Mrs. Lizzie Harris Green Route 3, Box 383 Rienzi, Miss. 38865 Dependents: 1 ***	Booneville Elem. School Booneville, Miss. 38829	Same
Miss Mae Dora Guyton P. O. Box 254 Blue Mountain, Miss. 38610 Dependent: 0	Blue Mountain High School Blue Mountain, Miss. 38610	Same
Mrs. Freddie H. Jeffries 219 N. Walthall Street Holly Springs, Miss. 38635 Dependents: 4	Sand Flat High School Mt. Pleasant, Miss. 38649	Same
Miss Lurline Jones Route 1, Box 177 Red Bansk, Miss. 38661 Dependent: 1	Slayden Jr. High School Slayden, Miss.	Same
Mr. Ernest B. Jones, Jr. Route 1, Bos 178 Red Banks, Miss. 38661 Dependents: 2	Holly Springs Intermediate School Valley Avenue Holly Springs, Miss. 38635	Same

( ) withdrew at end of third week
*** five weeks

Mrs. Lillian Johnson Route 5, Box 53-A Holly Springs, Miss. 38635 Dependent: 0	Holly Springs Intermediate Valley Avenue Holly Springs, Miss. 38635	Same
Mr. Wallace Longest P. O. Box 54 Holly Springs, Miss. 38635 Dependents: 2	Cadet School West Street Holly Springs, Miss. 38635	Same
Mrs. Lillie M. Lowe P. O. Box 644 Holly Springs, Miss. 38635 Dependents: 3	Holly Springs Primary School Walthall Street Holly Springs, Miss. 38635	Same
Mrs. Earlene M. Naylor P. O. Box 294 Holly Springs, Miss. 38635 Dependents: 4	Sand Flat High School Mt. Pleasant, Miss. 38649	Same
Mrs. Annie E. Richmond Route 1, Box 178 Red Banks, Miss. 38661 Dependents: 2	Galena Elem. School Route 3 Holly Springs, Miss. 38635	Same
Mrs. Joe Ann Shipp P. O. Box 301 Byhalia, Miss. 38611 Dependents: 2	Sand Flat High School Mt. Pleasant, Miss. 38649	Same
Mrs. Linnie B. Torrence General Delivery Oxford, Miss. 38655 Dependents: 2; 1 *	Oxford Training School Oxford, Miss. 38655	Same
Mr. Howard Joe L. Turner Star Route, North Sulligent, Ala. 35586 Dependents: 2; 1**	Caledonia High School Caledonia, Miss. 39740	Same
Mr. Robert N. Turner Route 3, Box 212 Sulligent, Ala. 35586 Dependents: 2; 1**	Caledonia High School Caledonia, Miss. 39740	Same

** four weeks

Mr. Carroll Washington 533 Spring Street Starkville, Miss. 39759 Dependent: 0	Starkville Middle School Starkville, Miss. 39759	Same
Mrs. Bettye F. Williams 1154 N. Belverdere Memphis, Tenn. 38108 Dependents: 3	Sand Flat High School Mt. Pleasant, Miss. 38649	Same
Mrs. Deborah M. Williams Route 1, Box 94 Booneville, Miss. 38829 Dependents: 3	Booneville High School Booneville, Miss. 38829	Same
Mrs. Mamie F. Nunally P. O. Box 55 Holly Springs, Miss. 38635 Dependents: 3	Holly Springs Primary School Walthall Street Holly Springs, Miss. 38635	Same